

WELLFORD ELEMENTARY

684 Syphrit Rd.
Wellford, South Carolina 29385

GRADES PK-3 Elementary School

ENROLLMENT 494 Students

PRINCIPAL Greg Wood 864-949-2385

SUPERINTENDENT Dr. Sidney Crumpton 864-949-2350

BOARD CHAIR Bo Corne 864-949-0868

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	64	13	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

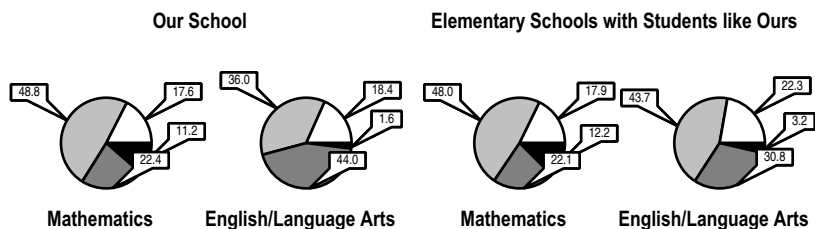
FOR MORE INFORMATION, VISIT WEBSITES AT:




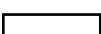
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	124	68
Percent satisfied with learning environment	100.0%	90.0%	94.0%
Percent satisfied with social and physical environment	100.0%	90.3%	80.3%
Percent satisfied with home-school relations	90.2%	92.7%	92.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	137	100.0	18.4	36.0	44.0	1.6	45.6	17.6
Gender								
Male	72	100.0	20.3	40.6	37.5	1.6	39.1	17.6
Female	65	100.0	16.4	31.1	50.8	1.6	52.5	17.6
Racial/Ethnic Group								
White	89	100.0	14.3	31.0	52.4	2.4	54.8	17.6
African-American	42	100.0	27.8	47.2	25.0	N/A	25.0	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	115	100.0	9.5	39.0	49.5	1.9	51.4	17.6
Disabled	22	100.0	65.0	20.0	15.0	N/A	15.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	137	100.0	18.4	36.0	44.0	1.6	45.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	137	100.0	18.4	36.0	44.0	1.6	45.6	17.6
Socio-Economic Status								
Subsidized meals	71	100.0	28.3	36.7	35.0	N/A	35.0	17.6
Full-pay meals	66	100.0	9.2	35.4	52.3	3.1	55.4	17.6

Mathematics								
All students	137	100.0	17.6	48.8	22.4	11.2	33.6	15.5
Gender								
Male	72	100.0	15.6	46.9	20.3	17.2	37.5	15.5
Female	65	100.0	19.7	50.8	24.6	4.9	29.5	15.5
Racial/Ethnic Group								
White	89	100.0	11.9	42.9	28.6	16.7	45.2	15.5
African-American	42	100.0	30.6	61.1	8.3	N/A	8.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	115	100.0	9.5	53.3	26.7	10.5	37.1	15.5
Disabled	22	100.0	60.0	25.0	N/A	15.0	15.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	137	100.0	17.6	48.8	22.4	11.2	33.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	137	100.0	17.6	48.8	22.4	11.2	33.6	15.5
Socio-Economic Status								
Subsidized meals	71	100.0	23.3	56.7	15.0	5.0	20.0	15.5
Full-pay meals	66	100.0	12.3	41.5	29.2	16.9	46.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	128	N/A	18.9	37.8	38.6	4.7	43.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	137	100.0	18.4	36.0	44.0	1.6	45.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	128	N/A	22.0	40.2	20.5	17.3	37.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	137	100.0	17.6	48.8	22.4	11.2	33.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 494)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 0.5%	2.9%	2.4%
Attendance rate	96.0%	Down from 96.7%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.6%	Down from 17.5%	17.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.4%	Down from 5.5%	8.4%	8.0%
Older than usual for grade	0.4%	No change	0.9%	1.1%
Suspended or expelled	3.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	53.5%	Up from 47.5%	49.1%	50.0%
Continuing contract teachers	69.8%	Up from 65.0%	89.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.5%	Down from 77.2%	88.0%	86.2%
Teacher attendance rate	94.6%	Up from 92.3%	95.6%	95.3%
Average teacher salary	\$37,760	Up 2.0%	\$40,069	\$39,909
Prof. development days/teacher	N/R	N/R	11.0 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	16.9 to 1	Down from 17.2 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.7%	Up from 88.0%	90.2%	89.7%
Dollars spent per pupil*	\$5,851	Up 6.8%	\$5,731	\$5,892
Percent spent on teacher salaries*	67.1%	Up from 65.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Down from 99.8%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty and staff of Wellford Elementary traveled "From the Mountains to the Sea in 2002-03 " as our school-wide theme celebrated the many special qualities that make South Carolina a great place to live. We made many new friends along the way as we learned from our field experiences, classroom visitors and assembly speakers. Our teachers provided many exciting activities that made learning fun for all of us.

We had several noteworthy achievements during the 2002-03 school year. First, our school was named as a Healthy Schools Award winner in all eight of the components of a "Healthy School" as determined by the State Department of Education. Furthermore, Mrs. Amy Kinard, a first grade teacher, was selected as the "Teacher of the Year" for our entire district and will represent us in the state program. Finally, Mr. Greg Wood was named as the National Distinguished Elementary Principal from South Carolina for the 2002-03 school year. Congratulations to the entire Wellford family!

As you see in this report, our students performed well on the Palmetto Achievement Challenge Test (PACT) when compared to the state in the percentage of students meeting standard on the test. We expect to improve our performance on math as we are now in the second year of our new Everyday Math series. We will continue to provide our students with a balanced approach to literacy while integrating our math and social studies standards.

For students who score Below Basic, additional instruction is provided through our tutorial program before school, our after-school academic enrichment program, our four-week summer program and our SOAR to Success supplemental reading program.

We strengthened our volunteer program through partnerships with SEW Eurodrive, The Tire Center Inc. and through the Junior Achievement Program last year. We plan to have more mentors and reading buddies to share with us in the future. Our students are fortunate to have approximately 35 volunteers from the business community to visit our school to work with them each year.

I invite you to take an active role in your child's education and join us as we work together to serve your child at Wellford Elementary, "Where Children Love to Learn."

Greg Wood - Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.